

North Dakota Family and Consumer Science Academic Crosswalks

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Education**

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Overview

Academic Crosswalks and the North Dakota Family and Consumer Sciences Standards

Family and Consumer Sciences is an integrative discipline. Curriculum in Family and Consumer Sciences incorporates concepts from many content areas, including the social sciences, biological sciences, physical sciences, economics, and the arts, and student activities often require the use of math and communication skills. All of this content is designed to achieve the national vision and mission of Family and Consumer Sciences:

Vision

Family and Consumer Sciences Education empowers individuals and families across the life span to manage the challenges of living and working in a diverse, global society. Our unique focus is on families, work, and their interrelationships.
(developed in 1991 and adopted nationally)

Mission

Family and Consumer Sciences Education programs prepare students for family life, work life, and careers in family and consumer sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for:

- Strengthening the well-being of individuals and families across the life span.
- Becoming responsible citizens and leaders in family, community, and work settings.
- Promoting optimal nutrition and wellness across the life span.
- Managing resources to meet the material needs of individuals and families.
- Balancing personal, home, family, and work lives.
- Using critical and creative thinking skills to address problems in diverse family, community, and work environments.
- Successful life management, employment, and career development.
- Functioning effectively as providers and consumers of goods and services.
- Appreciating human worth and accepting responsibility for one's actions and success in family and work life.

Academic Crosswalks

What is an academic crosswalk?

Curriculum standards describe what a student should know and be able to do upon completing an instructional program. An academic crosswalk shows the connections between a career and technical education program standard and state academic standards developed by the North Dakota Department of Public Instruction.

Making connections between Family and Consumer Sciences and academic courses is not new. Family and Consumer Sciences teachers have known for years that learning experiences in FACS classes can help students understand academic concepts by applying them to real life situations, but knowing this relationship exists and being able to pinpoint the links has always been a challenge.

What is the purpose of an academic crosswalk?

Academic crosswalks identify the links between career and technical education programs and academic programs. Each crosswalk in this document identifies one or more academic standards that might logically be addressed when developing instruction to meet a specific Family and Consumer Sciences standard.

When instructors teach curriculum based on the North Dakota Family and Consumer Sciences Standards, they have the opportunity to reinforce academic standards. One way they do this is through instructional activities that enable students to discover how the academic standards are used in real-life situations in home, career, and community.

Making the FACS-academic connections will facilitate the process of identifying the role that Family and Consumer Sciences plays in reinforcing what students learn in their academic courses and in documenting ways the Family and Consumer Sciences program can help meet local school-wide academic goals.

Which academic areas are crosswalked with Family and Consumer Sciences standards?

Standards in all of the career and technical education program areas are crosswalked with two or more of the core academic standards (English/language arts, math, science). FACS standards are crosswalked with all three of the core standards areas **and** with social studies, health, and library/technology literacy. Each crosswalk is to one or more specific academic standards, rather than to the generic concepts of “math”, “science”, etc.